



Admission and Transfer Policy Review
Task Force and Advisory Board meeting
October 12, 2012
9am – 3pm
DHE

**** DRAFT ****
Minutes

1. Greetings

- Heather Boyd, Colorado School of Mines
- Andy Burns, Fort Lewis College
- Sean Broghammer, University of Northern Colorado
- Eric Carpio, Adams State University
- Carl Einhaus, Colorado Community College System
- Lori Kester, Community College of Denver
- Kevin MacLennan, University of Colorado, Boulder
- John Marshall, Colorado Mesa University – via phone
- Vaughn Toland, Metro State University of Denver
- Craig Wesley, Western State Colorado University
- Paula Yanish, CCCS/Aims Community College –via phone
- Staff: Tamara White, Emmy Glancy, Jo O'Brien, Becky Apter

2. R-Squared Research Presentation, Robert Reichardt

Was contracted by DHE to perform research using SURDS and 10th grade math CSAP to determine level of persistence after a student had completed 30 credit hours at a Colorado public institution.

The research results found:

- a higher CSAP score correlates with a greater likelihood of going to 4-year institution
- the CSAP and the Index are moderately correlated
- determined there was a lower persistence for males, Hispanics and lower income students
- use of the Index varies by institution

3. Guiding Principles

The Task Force reached consensus on adopting the following statement as the team's Guiding Principles:

Colorado's statewide admissions policy promotes access and provides a transparent and inclusive way for all prospective students and affiliated constituents to understand the multiple pathways to post secondary education; the policy provides flexibility for all institutions and equity for all students and is based upon data, best practices and alignment with P-12, high school graduation guidelines, statewide remedial education policy, and transfer policy.

4. Goals

The Task Force reached consensus on adopting the following Policy Goals:

Through this policy, the Commission intends to provide an opportunity for all qualified individuals to attend a Colorado public institution by:

1. Informing an eligible pool of prospective students and affiliated constituencies regarding the unique roles and missions of Colorado's public institutions.
2. Establishing and clearly communicating performance based admission standards that reflect differentiated institutional role and mission to prospective students and affiliated constituents, which align to the:
 - a. Colorado High school graduation guidelines
 - b. Colorado guarantee transfer and state-wide articulation agreements
 - c. Colorado Remedial Education Policy
 - d. appropriate alternative pathways
3. Encouraging diversity by supporting the admission of applicants from underrepresented groups, applicants with special talents, and applicants with other unique circumstances.
4. Allowing institutional flexibility for making admissions decisions to support increased enrollment, persistence and graduation rates.

5. PWR Endorsed Diploma Update, Jo O'Brien/Emmy Glancy

The definition of an endorsed diploma and the policy implications are still being worked out. It would give priority consideration to those individuals who receive the endorsement, the timing of which has implications for IHE admissions staff who could issue a "conditional" acceptance letter pending final notification from the student's high school of endorsed diploma receipt. Each institution represented at the meeting felt like if it was automated, there would be greater participation and acceptance among Colorado school districts.

6. Next Meeting and Adjournment

- The next meeting will be Friday, Nov. 9th at Colorado State University in Fort Collins and will include:
 - An update from the Remedial Education Policy Review task force
 - ACT presentation
 - Further discussion of the PWR Endorsed diploma definition